

REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION AND TRAINING
CURRICULA AND TRAINING DEPARTMENT

ENGLISH
PROGRAMMES

FOR
BASIC EDUCATION

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PREAMBLE

This English as a foreign language programme is for Tunisian students in the seventh, eighth and ninth years of Basic Education. The status of English, the methodological principles and assumptions as well as the topics are common to the three levels. However, the skills and strategies relative to reading and listening, those specific to speaking and writing as well as the grammar structures and the exponents of the language functions are graded according to levels. The tables in which these components appear indicate the items targeted at each level and highlight those introduced in the eighth and ninth years.

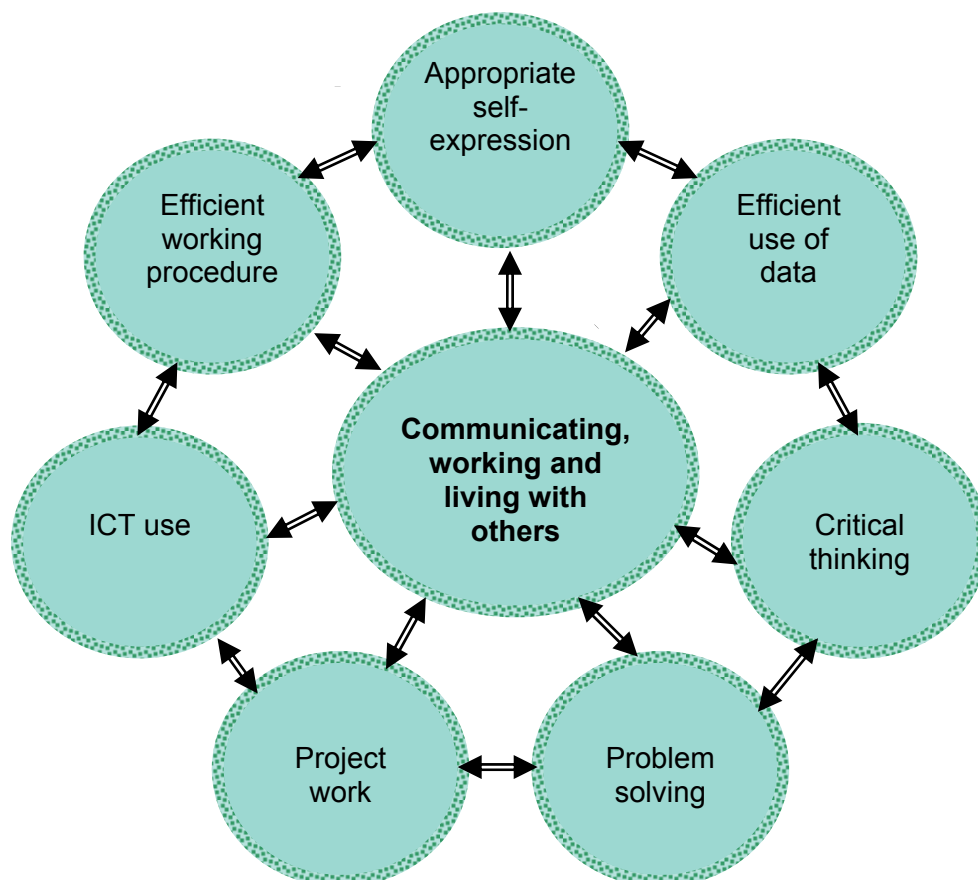
THE STATUS OF ENGLISH AS A SUBJECT MATTER AND ITS CONTRIBUTION TO THE ACHIEVEMENT OF THE CROSS CURRICULAR LEARNING GOALS

As a means of communication, English will foster learner self-expression as well as appropriate interaction with peers and other interlocutors, which, in turn, will ensure access to universal culture through Anglophone contexts.

As a subject matter, English will develop the learner's analytical and critical skills required by the syllabus mainly by drawing upon prior and academic knowledge to comprehend and use language as a system orally and in written form.

Both as a means of communication and a subject of study, English will be a means to collect information, process data and use communication technology, be it at the individual or cooperative modes through efficient working procedures.

The diagram below shows how the targeted skills and strategies interrelate.



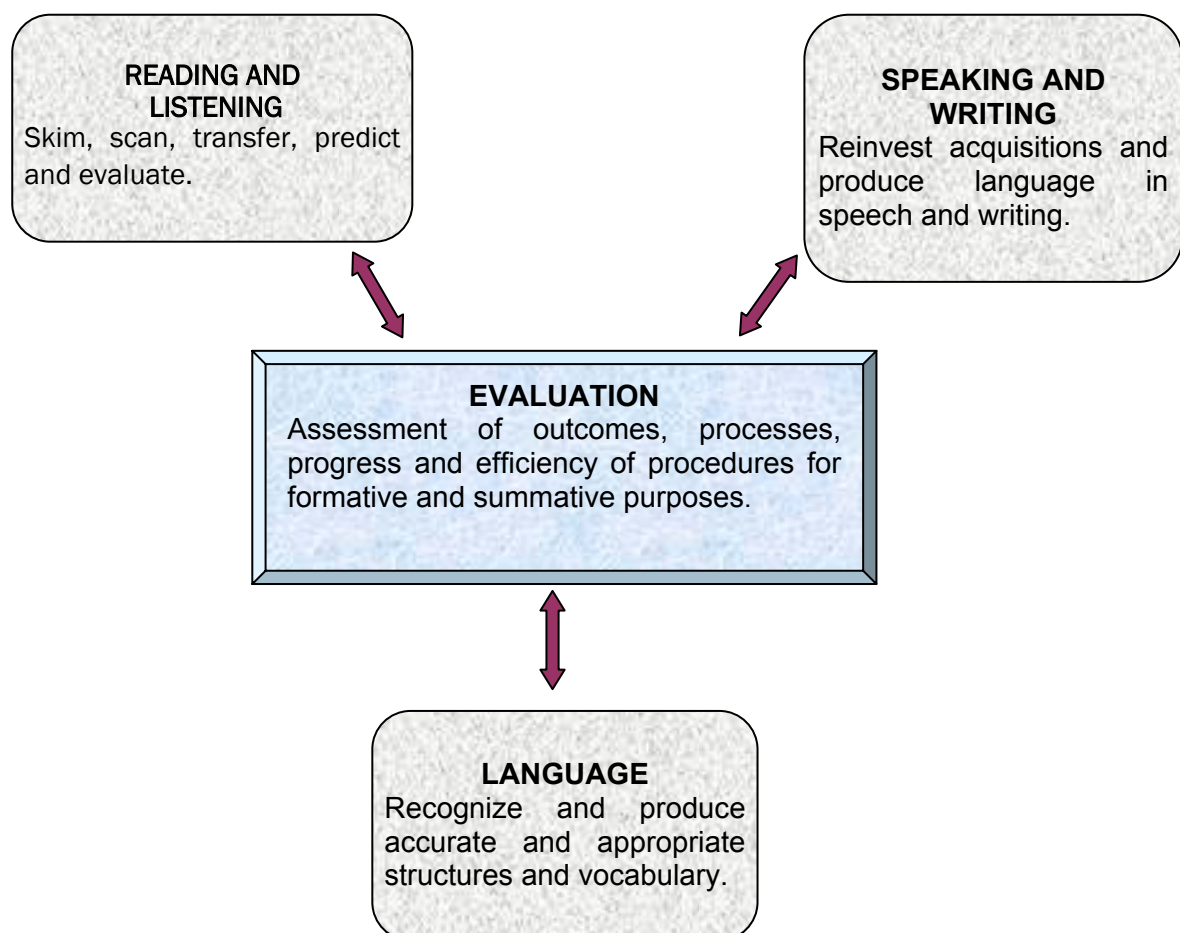
PRINCIPLES, ASSUMPTIONS AND METHODOLOGY

- The learner is at **the core** of the learning process. S/he is seen as an intelligent human being who comes to class with an attitude toward the language and toward learning.
- Language is seen as a means of communication (interactional, transactional, and functional) rather than a set of decontextualized grammatical structures, word lists and isolated language skills.
- Language is seen as a system that has lexis, grammar as well as linguistic structures and patterns which can be used to create various discourse forms or text types. Knowledge of grammar and how it functions contribute to effective language use.
- The teaching learning process should foster **learner independence** to enable the learner to use English effectively both in its spoken and written forms so that he/she may continue learning by himself/herself, beyond the programme.
- Language learning is seen as incidental but the teacher should create conditions conducive to learning.

What follows from these considerations is that:

- **The learner** becomes an active user of English in the contexts and activities proposed in each lesson rather than a passive recipient of input provided by the teacher.
- **The learner** needs to understand how the language system works and how language conventions can vary according to purpose, audience, context and culture and apply this knowledge in speech and writing in both formal and informal situations.
- **The learner's** participation and interaction are important in learning the language and fostering self-confidence and social relationships among learners. Such relationships and interactions among learners within the context of learning English will **nurture** in learners **positive values** and a sense of identity.
- **The teacher** acts as a professional, creative manager of classroom activities and of student learning.
- The language **skills** are developed as skill categories which comprise several sub-skills and strategies; their natural convergence is a basic principle to be implemented.
- **Lessons** serve not only to teach language items but also to develop new learning skills and strategies and / or help to transfer them from/to French and Arabic.
- **Project work activities, portfolios, research and web quests** are meant to foster socio-psychological skills, research strategies and learner autonomy.
- **The topics and activities** interest the learners , challenge both their intelligence and their language ability and contribute to their linguistic and cognitive development.
- **Texts** are treated as representative of particular genres depending on the purpose and the target audience.

- **Words and structures** are presented in meaningful contexts.
- Language skills, lexis, grammatical structures, functions, text types and other language components are taught and **recycled** at increasing levels of difficulty through the variation of activities and contexts.
- **Assessment**
 - Learner assessment follows naturally from the teaching/learning activities done in class. It is both formative and summative, process and product oriented.
 - Formative assessment is an ongoing process. It is intended to help pupils in their development by providing information on what a learner can do as an English language learner / user in relation to the syllabus and its outcomes.
 - Learner assessment is part of the learning process.
 - Summative assessment is intended to be an indicator of learners' achievement. It is carried out at the end of a period of study. Completed projects and portfolios can also be subject to such an evaluation.

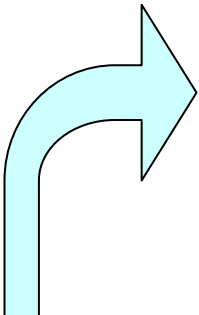


ASSESSMENT

IN READING AND LISTENING

The learner will be assessed on his/her ability to read/listen to various types of texts and

- read/listen for gist
- scan for details
- distinguish between relevant and irrelevant information
- transfer information
- predict plausible outcomes
- guess meaning of words from context
- answer reference and inference questions
- evaluate and respond to evaluation
- react to content, attitude and different points of view



Assessment will encompass not only outcomes but also processes, progress achieved and efficiency of the procedures followed in both individual and collaborative modes.

IN LANGUAGE

The learner will be assessed on his/her ability to recognize/ use accurate grammatical structures and appropriate vocabulary at word, sentence and text levels.

IN SPEAKING AND WRITING

The learner will be assessed on his/her ability to:

- speak fluently in interactive communication
- speak/write formally/informally to respond to an audience in a variety of contexts
- speak/write and make presentations on a variety of topics using appropriate language for information and social interaction
- reinvest new words/expressions in one's speech or writing
- report, narrate, describe incidents/events related to own experience in speech or writing
- use logical connectors, capitalization and punctuation marks correctly
- apply the writing process to produce a piece of writing using appropriate layout and style
- produce project reports

READING AND LISTENING SKILLS AND STRATEGIES	7	8	9
1. Identify letters of the alphabet	✓	✓	✓
2. Discriminate among the different sounds of English through minimal pairs, echoing, repetition...	✓	✓	✓
3. Decode sound symbol correspondence	✓	✓	✓
4. Distinguish word boundaries	✓	✓	✓
5. Recognize the stress patterns of words and common expressions	✓	✓	✓
6. Recognize the function of stress and intonation to signal the information structure of utterances (e.g. statement, question, exclamation)	✓	✓	✓
7. Read aloud and match sound, symbol and meaning	✓	✓	✓
8. Retain chunks of language for short periods of time (e.g., to answer a question, perform a task)	✓	✓	✓
9. Recognize acquired vocabulary at sight in reading	✓	✓	✓
10. Recognize basic grammatical word classes (e.g., noun, adjective)	✓	✓	✓
11. Recognize simple, typical word order patterns	✓	✓	✓
12. Understand explicitly stated information	✓	✓	✓
13. Understand word relations within the sentence	✓	✓	✓
14. Recognize basic syntactic patterns and devices (e.g., negative, present progressive)	✓	✓	✓
15. Recognize elementary cohesive devices in spoken discourse	✓	✓	✓
16. Recognize abbreviations and contracted forms of words	✓	✓	✓
17. Recognize basic discourse markers (e.g., first, but, so, for example)	✓	✓	✓
18. Recognize simple elliptical forms of sentences		☑	✓
19. Read figures indicating time, date, price, number, quantity and telephone numbers	✓	✓	✓
20. Draw on acquired vocabulary and structures to comprehend texts	✓	✓	✓
21. Detect key words (e.g., those which identify topics and propositions)	✓	✓	✓
22. Identify reference relations	✓	✓	✓
23. Relate illustrations, graphic presentations to the linear text while reading	✓	✓	✓
24. Identify the number and gender of interlocutors	✓	✓	✓
25. Infer the number and gender of interlocutors		☑	✓
26. Identify relationships between interlocutors	✓	✓	✓
27. Infer relationships between interlocutors		☑	✓
28. Identify the communicative functions of utterances, according to situations, participants and goals	✓	✓	✓
29. Infer the communicative functions of utterances, according to situations, participants and goals		☑	✓
30. Infer the meanings of words from the contexts in which they occur	✓	✓	✓
31. Work in pairs or small groups, to make out the meaning of a text		☑	✓
32. Infer meanings expressed in different grammatical forms/sentence types (i.e. that a particular meaning may be expressed in different ways)	✓	✓	✓
33. Infer the possible meanings of a grammar structure		☑	✓
34. Infer the emotional state of a speaker (e.g., from intonation, speech rate)			☑

READING AND LISTENING SKILLS AND STRATEGIES	7	8	9
35. Listen to / read a text and present the information in a different form (e.g., drawing, table, diagram)		<input checked="" type="checkbox"/>	✓
36. Read and interpret information in a table (e.g., timetable, chart, map, etc)		<input checked="" type="checkbox"/>	✓
37. Identify/infer genre, setting, audience and purpose			✓
38. Identify/ select main idea, supporting details, facts		<input checked="" type="checkbox"/>	✓
39. Distinguish facts from opinion			<input checked="" type="checkbox"/>
40. Identify / infer logical relationships in a text (e.g., sequence, cause/effect, class/example)	✓	✓	✓
41. Infer logical relationships in a text (e.g., sequence, cause/effect, class/example)		<input checked="" type="checkbox"/>	✓
42. Demonstrate understanding of aural /written input through nonverbal response	✓	✓	✓
43. Predict gist and type of text from format, illustrations, title, headline		<input checked="" type="checkbox"/>	✓
44. Skim a text to get a the gist		<input checked="" type="checkbox"/>	✓
45. Scan a text for specific information	✓	✓	✓
46. Identify the function of headings, indentation and highlighted print			✓
47. Locate the topic sentence in paragraphs and texts, where possible		<input checked="" type="checkbox"/>	✓
48. Draw on background knowledge to understand text		<input checked="" type="checkbox"/>	✓
49. Employ the strategy appropriate to one's purpose and /or text type			✓
50. Develop dictionary skills, to check spelling, pronunciation, grammatical category and meaning(s)	✓	✓	✓
51. Read and summarize main points			<input checked="" type="checkbox"/>
52. Read a short passage and predict what will happen next			<input checked="" type="checkbox"/>

☒ Items which are new for the level.

SPEAKING AND WRITING SKILLS AND STRATEGIES				7	8	9
1. Practice pronunciation at word and sentence level				✓	✓	✓
2. Spell out words				✓	✓	✓
3. Write letters of the alphabet from spelling, in upper and lower case				✓	✓	✓
4. Write legibly and accurately (handwriting and spelling)				✓	✓	✓
5. Write words/sentences from dictation				✓	✓	✓
6. Write lists, notes and messages				✓	✓	✓
7. Write in order to recycle words, expressions, structures already covered in class				✓	✓	✓
8. Fill in forms				✓	✓	✓
9. Use basic punctuation appropriately (capital letters, period, comma, question mark, exclamation mark)				✓	✓	✓
10. Verbalize / write figures indicating time, date, price, number, quantity and telephone numbers				✓	✓	✓
11. Repeat chunks of language for pronunciation accuracy				✓	✓	✓
12. Recite songs, rhymes, short poems in chorus/individually				✓	✓	✓
13. Respond to messages in writing				✓	✓	✓
14. Sustain an exchange on a familiar topic				✓	✓	✓
15. Ask about/produce oral/written descriptions from prompts (people, objects, places and scenes)				✓	✓	✓
16. Use a model to produce a parallel text				✓	✓	✓
17. Use language forms appropriate to different communicative situations (lexis and grammar)				✓	✓	✓
18. Use logical connectors of addition, sequence, opposition, contrast cause and consequence				✓	✓	✓
19. Reinvest acquired language in one's writing				✓	✓	✓
20. Compute money and quantities					☑	✓
21. Use formulaic language					☑	✓
22. Ask about/tell / write stories based on prompts					☑	✓
23. Work in pairs or small groups and share information in order to perform an oral / written task or solve a problem					☑	✓
24. Construct coherent paragraphs from individual sentences				✓	✓	✓
25. Use cues, notes, tables, diagrams to produce texts					☑	✓
26. Apply the process approach to writing to produce 3-4 compositions a year					☑	✓
27. Use information from more than one source to produce a text						☑
28. Use free writing to develop fluency						☑

☑ Items which are new for the level.

PROCESS WRITING

1. Generate ideas for a writing task
 - match pictures/illustrations with appropriate words or expressions
 - talk about pictures/illustrations to generate words and ideas
 - write points/ideas randomly, gather points/ideas through semantic mapping
 - organize randomly produced points/ideas
2. Write a first draft
3. Correct one's and peers' writing with clear guidance (focus on ideas)
4. Revise one's writing after peer correction (focus on ideas)
5. Edit and make final readjustments in form (punctuation, spelling, indentation, layout)

Use dictionary to check spelling

INPUT AND OUTPUT MATERIALS

INPUT MATERIALS

Input materials should be as varied and as stimulating as possible and take into account the cognitive and linguistic abilities of the learners. They can be oral or written materials of the following types:

- **Linear texts:**

Diaries, letters, speech bubbles, announcements, advertisements, conversations, dialogues, monologues, picture dictionaries, e-mails, diaries, cartoon strips, captions, rhymes, songs

- **Non-linear texts:**

Brochures, maps, plans, cartoons, menus, charts, shopping lists, tickets, timetables, traffic signs, notices, news casts, word snakes, TV programmes, radio programmes, photo albums, crossword puzzles...

- **Visual materials:**

Illustrations, pictures, postcards, cartoons, board game ...

- **Electronic media:**

educational TV programs, audio / video cassettes, CD ROMs, DVDs, software, Internet sites, online information...



EXPECTED ORAL OUTPUT

Simple statements, dialogue exchanges, telephone exchanges, reports, discussions, messages, role play, descriptions and comparisons, summaries, presentations, stories, poems, rhymes, songs, complaints, narratives (retelling stories from aural, written or visual input), monologues, controlled interviews, instructions and directions.



EXPECTED WRITTEN OUTPUT

Prose (narrative, descriptive, argumentative), messages, telegrams, e-mails, notes, notices, telephone messages, lists, diary entries, summaries, reports, poems, short articles, ads, letters (formal and informal), reports, journals, stories, project reports, brochures, instructions and directions.

TOPICS

FAMILY LIFE	sharing family responsibilities – family composition – family relationships – children - parents relationships – pocket money – safety rules – jobs
FREE TIME AND ENTERTAINMENT	travel – holidays – leisure activities – pets – hobbies – sports – T.V – radio – music – reading – (computer) games – cinema – eating out - parties
RELATIONS WITH PEERS	clubs activities - invitations – friendship – boys and girls relationships – pen friends – birthdays
CIVILITY	voluntary work – associations – children's rights and duties – tolerance – cooperation – respect for others – fair play
HEALTH	keeping fit – hygiene – ailments – nutrition
EDUCATION	school life – school rules – exams – teacher-pupil relationship – school activities
ENVIRONMENTAL ISSUES	environmental awareness – pollution – traffic – noise – safety rules – landscapes – rural life – seasons – nature – the weather
SERVICES	shopping facilities – using the telephone – hospitals – public transport – internet cafés – post office

GRAMMAR

PARTS OF SPEECH	STRUCTURES	7	8	9
Articles	<ul style="list-style-type: none"> A / an + singular noun The + singular /plural noun A / an versus the Ø + noun 	✓	✓	✓
Demonstratives	<ul style="list-style-type: none"> This, that, these, those 	✓	✓	✓
Prepositions	<ul style="list-style-type: none"> <u>of time</u>: in, at, on, before, after <u>of location</u>: near, in, on, between, in front of, behind, under <u>of location</u>: over, next to <u>of movement</u>: into, out of, to, from, round <u>of movement</u>: along, across 	✓	✓	✓
Question words	<ul style="list-style-type: none"> what, which, when, who, where, why, how, how much, how many, how old how often, how long , how far, whose 	✓	✓	✓
Pronouns	<ul style="list-style-type: none"> There + be Subject pronouns, object pronouns Possessive pronouns Relative pronouns Reflexive pronouns 	✓	✓	✓
Numbers	<ul style="list-style-type: none"> Ordinal / cardinal numbers 	✓	✓	✓
Nouns	<ul style="list-style-type: none"> The genitive Singular / plural nouns Countable nouns / non-countable nouns Irregular plurals ER nouns (verb + ER) The gerund Compound nouns: noun + noun, noun + ER noun, gerund + noun, noun + gerund 	✓	✓	✓
Adjectives	<ul style="list-style-type: none"> Adjectives: be + adjective, adjective + noun Comparative forms (short adjectives, long adjectives and exceptions) Superlative forms (short adjectives, long adjectives and exceptions) As + adj + as Compound adjectives: numeral + hyphen + noun 	✓	✓	✓

PARTS OF SPEECH	STRUCTURES	7	8	9
Adverbs	<ul style="list-style-type: none"> • Adjective + LY = adverb • Frequency adverbs: never, rarely, sometimes, usually, often, always 	✓	✓	✓
Verbs	<ul style="list-style-type: none"> • Auxiliaries: be, have, do • Modals: can, must, would for invitations • Modals: could, may, should, will, would, ought to, must • Might, shall, • Have to • Verb forms: full infinitive, bare infinitive, verb + ing, verb + ED, • past participle 	✓	✓	✓
Tenses	<ul style="list-style-type: none"> • The Simple present tense • The present progressive tense • Going to • The present perfect tense • The simple past tense • The past progressive tense • The simple future • If + present → future 	✓	✓	✓

COMMUNICATIVE FUNCTIONS AND EXPONENTS

FUNCTIONS	LINGUISTIC EXPONENTS	7	8	9
Greeting people	• Hello / good morning (afternoon/evening)	✓	✓	✓
	• Hello / how are you?	✓	✓	✓
	• (I'm fine, thank you). How are you?	✓	✓	✓
introducing people	• This is ...	✓	✓	✓
	• Hello	✓	✓	✓
	• Nice / pleased to meet you	✓	✓	✓
Taking leave	• Good-bye / bye-bye / good night / cheerio	✓	✓	✓
	• See you tomorrow /next week, etc.	✓	✓	✓
Asking for attention	• Excuse me...	✓	✓	✓
Thanking	• Thank you (very much)	✓	✓	✓
	• You're welcome	✓	✓	✓
	• Thank you very much indeed		☑	✓
	• It / that + BE + very nice / kind of you (+ V _{to})		☑	✓
Identifying	• Demonstrative pronouns + BE + NP	✓	✓	✓
	• Demonstrative adjectives + N + BE + NP	✓	✓	✓
	• Personal pronouns + BE + NP	✓	✓	✓
	• Declarative sentences	✓	✓	✓
	• Short answers (<i>Yes, he is, etc.</i>)	✓	✓	✓
Asking for information	• Yes/no questions	✓	✓	✓
	• WH questions with <i>what, which, when, who, where, why, how, how much, how many, how old</i>	✓	✓	✓
	• WH questions <i>how often, how long, how far, whose</i>		☑	✓
	• Tell me about + N.P	✓	✓	✓
Comparing	• NP + BE + like + NP	✓	✓	✓
	• Comparative forms		☑	✓
	• Superlative forms			☑
	• As + adjective + as			☑
Contrasting	• But	✓	✓	✓
	• While, whereas		☑	✓
Expressing opinion	• I think that	✓	✓	✓
	• I believe that ...		☑	✓
	• In my opinion		☑	✓
Expressing agreement	• OK.	✓	✓	✓
	• I agree / that's right / of course (not) / yes / certainly /	✓	✓	✓
	• I think so, too		☑	✓
	• Affirmative short answers (it is, I am, I can, he may, etc.)	✓	✓	✓
Giving in	• All right, then	✓	✓	✓
	• OK, you're right	✓	✓	✓

FUNCTIONS	LINGUISTIC EXPONENTS	7	8	9
Denying something	<ul style="list-style-type: none"> No (adverb) Never Negative sentences 	✓	✓	✓
Extending, accepting, declining an invitation	<ul style="list-style-type: none"> Will you + VP (do it, come, etc.) Thank you / Yes, please / with pleasure! No, thank you I'm afraid I cannot... 	✓	☑	✓
Offering to do something	<ul style="list-style-type: none"> Can I help you? What can I do for you? 	✓	✓	✓
Expressing understanding or lack of it	<ul style="list-style-type: none"> I see OK That's clear now All right I didn't hear what you said. Could you speak up please? Could you say that again, please? I didn't understand 	✓	✓	✓
Asking for confirmation	<ul style="list-style-type: none"> ... is that what you mean? Do you mean that...? Do you want to say ...? Did you say that ...? 		☑	✓
Expressing possibility or ability	<ul style="list-style-type: none"> NP + can + VP It is possible + ∅ NP + may + verb NP + can/cannot + VP NP + BE (not) able to + VP NP + BE unable to + VP 	✓	✓	✓
Expressing certainty	<ul style="list-style-type: none"> I am sure / certain + ∅ / that clause I am sure / certain + that clause Perhaps... Maybe No doubt + declarative sentence 	✓	☑	✓
Expressing obligation	<ul style="list-style-type: none"> NP + must + VP (similarly with we) Have to 	✓	✓	✓
Giving permission	<ul style="list-style-type: none"> You can + VP (answering a request) Of course You may + VP Of course you may (That's) all right No way 	✓	✓	✓

FUNCTIONS	LINGUISTIC EXPONENTS	7	8	9
Expressing pleasure, liking	<ul style="list-style-type: none"> This is very nice I like + noun (-group) / pronoun / V_{ing} + very much I enjoy + noun (-group) / pronoun / V_{ing} + very much I love + noun (-group) / pronoun / V_{ing} + very much What I like best is 	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ <input checked="" type="checkbox"/>	✓ ✓ ✓ ✓ ✓
Expressing surprise	<ul style="list-style-type: none"> This is a surprise! What + noun! How nice + V_{to} What a surprise! / it's surprising! / I'm surprised + that-clause 		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	✓ ✓ ✓ ✓
Expressing hope	<ul style="list-style-type: none"> I hope + so / that-clause 		<input checked="" type="checkbox"/>	✓
Expressing satisfaction	<ul style="list-style-type: none"> This is very good / nice It's all right This is just what I want(ed) / need(ed) / mean(t) 	✓ ✓ 	✓ ✓ 	✓ ✓ <input checked="" type="checkbox"/>
Expressing preference	<ul style="list-style-type: none"> I prefer + noun (-group) / pronoun / V_{ing}) 	✓	✓	✓
Expressing intention	<ul style="list-style-type: none"> I'm going + V_{to} I'll + V_{inf} I'm thinking of + V_{ing} When I am twenty, I'll ... In ten years' time, I'll ... I intend to ... 		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	✓ ✓ ✓ ✓ <input checked="" type="checkbox"/>
Expressing desire	<ul style="list-style-type: none"> Want + noun (group) / pronoun Want to + V Want + noun (group) / pronoun + V_{to} I 'd like + noun (-group) / pronoun / V_{to} 	✓ ✓ 	✓ ✓ <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	✓ ✓ ✓ ✓
Apologizing	<ul style="list-style-type: none"> I am (very) sorry I apologize 	✓ ✓	✓ ✓	✓ ✓
Granting forgiveness	<ul style="list-style-type: none"> That's all right / it's all right now It doesn't matter (at all) 	✓ ✓	✓ ✓	✓ ✓
Expressing approval	<ul style="list-style-type: none"> Good! / Excellent! / That's fine! 	✓	✓	✓
Expressing appreciation	<ul style="list-style-type: none"> (It's) very good (It's) very nice 	✓	✓	✓
Expressing regret	<ul style="list-style-type: none"> That s a (great) pity I am so / very sorry + that-clause I regret + noun I regret + V_{ing} 		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	✓ ✓ ✓
Expressing indifference	<ul style="list-style-type: none"> It's OK It doesn't matter I don't care I don't mind ø 	✓	✓ <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	✓ ✓ ✓ ✓

FUNCTIONS	LINGUISTIC EXPONENTS	7	8	9
Expressing interest	<ul style="list-style-type: none"> • I'm interested in • I'd like to know more about • ... sounds interesting • Please tell me about ... 	✓	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Making suggestions	<ul style="list-style-type: none"> • Let's + VP • What about + V_{ing} • How about...? • Shall we + V • Why don't you ...? • I suggest that + clause 	✓ ✓ ✓	✓ ✓ ✓ <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	✓ ✓ ✓ <input checked="" type="checkbox"/> ✓ ✓
Requesting others to do something	<ul style="list-style-type: none"> • Please + VP • Could you/ Would (please) + VP • Would you mind + V_{ing} 	✓ 	✓ <input checked="" type="checkbox"/> 	✓ ✓ <input checked="" type="checkbox"/>
Expressing warning	<ul style="list-style-type: none"> • Be careful! • Mind + NP! (e.g. Mind your head!) • Don't + VP • Look out! 	✓ ✓ 	✓ <input checked="" type="checkbox"/> ✓ <input checked="" type="checkbox"/>	✓ ✓ ✓ ✓
Instructing others to do something	<ul style="list-style-type: none"> • Imperative sentences 	✓	✓	✓